DARAMALAN COLLEGE
YEARS 7 – 10 HANDBOOK

2026

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CONTENTS

THE ACADEMIC PROGRAM - YEARS 7 AND 8

The academic program in Years 7 and 8 provides students with core and elective units of study, along with their choice of a language and an Arts subject.

The program of studies in Years 7 and 8 is arranged in a system of semester length units. This provides students, along with their parents, and their teachers, regular opportunities to assess and re-evaluate their progress and interests and, where necessary, to review and revise their programs.

The pattern of study for students in Years 7 and 8 is indicated in the following Curriculum Structure Tables. The structure is designed so that students are exposed to a variety of educational experiences during Years 7 and 8.

CURRICULUM STRUCTURE YEAR 7

Year 7		
Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Religious Education (C)	Religious Education (C)
5	Health and Physical Education (C) or History (C)	Health and Physical Education (C) or History (C)
6	**Elective** (Art, Drama, Dance or Music) or Languages (C) (French, German or Japanese)	**Elective** (Art, Drama, Dance or Music) or Languages (C) (French, German or Japanese)
7	Technologies (C) or HASS (Geography, Civics and Business) (C)	Technologies (C) or HASS (Geography, Civics and Business) (C)

(C) = Core subject

CURRICULUM STRUCTURE YEAR 8

Year 8		
Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Religious Education (C)	Religious Education (C)
5	Health and Physical Education (C) or Geography (C)	Health and Physical Education (C) or Geography (C)
6	**Elective** (Art, Media, Drama, Music or Dance) or Languages (C) (French, German or Japanese) *	**Elective** (Art, Media, Drama, Music or Dance) or Languages (C) (French, German or Japanese) *
7	Technologies (C) or HASS (Geography, Civics and Business) (C)	Technologies (C) or HASS (Geography, Civics and Business) (C)

(C) = Core subject

* Students continue with same language that they studied in Year 7 but must select a different elective (Art, Media, Drama, Music or Dance) to the one studied in Year 7.

Year 7 Core and Elective Subjects

The following subjects are all compulsory in Year 7.

Year 7 Core Subjects

- English
- Mathematics
- Science
- Religious Education
- Health & Physical Education
- Technologies
- History
- Humanities and Social Sciences (HASS)

Four (4) of the core subjects are studied for the whole year in Year 7 (English, Mathematics, Science and Religious Education). Health & Physical Education, Technologies, History, and HASS are studied for one semester only.

Year 7 Elective Subjects

In Year 7, students select within each of the following learning areas:
- Languages (students choose either French, German or Japanese), and
- Performing and Visual Arts (Art, Drama, Dance or Music)

Each elective subject is studied for one (1) semester in Year 7.

Selecting Electives for Year 7

Electives for Year 7 will be chosen in Term 3 of Year 6. The electives will be submitted to the College Registrar with other enrolment documents. Instructions for this process will be provided to families by the College Registrar following acceptance of an offer of a place in Year 7 at Daramalan College.

Year 8 Core and Elective Subjects

The following subjects are all compulsory in Year 8.

Year 8 Core Subjects

- English
- Mathematics
- Science
- Religious Education
- Health & Physical Education
- Technologies
- Geography
- Humanities and Social Sciences (HASS)

Four (4) of the core subjects are studied for the whole year in Year 8 (English, Mathematics, Science and Religious Education). Health & Physical Education, Technologies, Geography, and HASS are studied for one semester only.

Year 8 Elective Subjects

Each elective subject is studied for one (1) semester in Year 8. Electives in Year 8 include the following:
- Languages: Students in Year 8 continue their language from Year 7. Students can select from the following Performing or Visual Arts subjects.
- Performing and Visual Arts (Art, Media, Drama, Music or Dance). The Performing or Visual Arts subject chosen in Year 8 must be different one to the one chosen in Year 7.

Selecting Electives for Year 8

Electives for Year 8 will be chosen in Term 3 of Year 7. Students will submit their electives on the Web Preferences database. A link to the database will be sent to all students when subject selections are available.

It is strongly advised that students carefully consider their elective choices before uploading them into the Web Preferences database. To assist students, there is a Studies Information presentation available via the college website which details curriculum structure and provides the contact details for Subject Coordinators.

Summary of Courses

The content outlined in the course descriptions should be viewed as a guide only. Students will be assigned a Daranet page each semester that will contain specific details of the content to be studied and the assessment to be completed.

ENGLISH

Year 7 and 8 English

A unit of English is completed each semester and follows the Australian Curriculum: English. Students study a range of topics to develop their skills in Language, Literature and Literacy. In all classes teachers use strategies that encourage students to achieve their learning goals. Strong student participation, self-regulation and student-centred learning characterise the teaching and learning of English courses. Progress is carefully monitored, and students are extended and supported according to their needs.

English units are sequential and each builds on previously acquired skills. The modes of speaking, listening, reading, viewing, and writing are the focus for skills development and common assessment tasks are conducted as a means of reporting on a student's progress in relation to the year cohort.

Some of the skills students are expected to acquire include imagining, identifying, clarifying, and organising thought and feeling using text as a basis. In particular, students explore the structure of common text types and use scaffolds and models to help write their own texts. Learning about vocabulary, language structures and the use of language for different purposes will develop students' knowledge about the functions of language.

HEALTH AND PHYSICAL EDUCATION

Year 7 and 8 Health and Physical Education

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services, and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation, and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social, and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Physical Education in Years 7 and 8 offers several activities and modules. The major emphasis is on improving basic movement skills and building personal and social capability. The Year 7 and Year 8 courses will run for one semester. The usual length of a theory module is three to four weeks and five weeks for a practical module.

Activities cover all major elements of physical development such as fine/gross motor coordination and hand-eye coordination. Social elements such as teamwork, participation and self-esteem are also emphasised. A typical practical module consists of introductory skill drills and activities, modified games, tactical analysis, team play and competitive situations.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences learning area involves a wide range of courses. This discipline focuses on people: their past, their relationships with each other and their use of our world. Students will think critically as they learn about themselves and others while developing skills in reading, writing, oral communication, ICT, and research.

Year 7 History - The Ancient World

Students will study one semester of History in Year 7. This semester unit provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 7 Humanities and Social Sciences (HASS) Geography; and Civics and Citizenship

Students will also study one semester of HASS in Year 7. This unit will investigate the physical geography of Australia and the world and Australia's government, democracy, and laws. Also explored are factors that influence liveability and the idea that place provides us with the services and facilities needed to support and enhance our lives. Finally, students explore what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

Year 8 Geography - Landforms and Landscapes and Changing Nations

Students in Year 8 will study one semester of Geography. The two units in this semester are Landforms and Landscapes and Changing Nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

The key inquiry questions for Year 8 Geography are:
- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Year 8 Humanities and Social Sciences (HASS) - The Ancient to the Modern World; Government, Democracy and Laws; Expanding Contacts; Economics and Business

Students will also study one semester of HASS in Year 8. This semester unit traces the development of democratic societies from the end of the ancient period to now. Students will then explore the responsibilities and freedoms of citizens and how Australians can actively participate in their society. This includes understanding economics and business concepts by exploring the developments of trading contacts in the medieval world and the ways that markets work in modern Australia.

PERFORMING ARTS

Year 7 or 8 Drama

In this course students develop their knowledge of how ideas and intentions are communicated in and through Drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on the Elements of Drama. "How do we use our body as a tool to create characters and move from the page to the stage?" The course introduces new ways to create and present stories on the stage. It involves experimentation with transforming the actor into a wide variety of characters and to expand choices for the actor in presentation.

Year 7 or 8 Music

Music classes revolve around practical exercises involving guitar, keyboard, percussion, movement, and song. Rhythm and melody are studied through listening and performance classes which are designed to encourage creativity. The aim is to promote an interest in all things musical using many and varied styles of music.

This course has been designed to suit both the beginner musician and the more experienced. All course work is based on material from the history of Rock and Roll, through the 1950s, 60s, 70s, 80s and 90s. To enable any student to enter the course, regardless of their previous musical tuition, all students study keyboard and guitar for a term each. The guitar work involves both rhythm and lead playing of modern works. The keyboard modules promote note reading and help students to compose simple melodies and accompaniments with confidence. Ensemble performance classes also take place allowing inexperienced musicians the chance to try out their newly acquired skills through performing with others. Advanced students are given more challenging parts to play or, if in sufficient numbers, completely different ensemble works.

Year 7 or 8 Dance

This unit is designed to investigate what the origins of dance around the world are and how we can use basic composition tools to create and present our own dances. The students will participate in practical classes and explore the role of dance in various cultures such as; Aboriginal and Torres Strait Islander, African, Indian Bollywood, Chinese, Spanish Flamenco, French Can Can and Tinikling from the Philippines.

PERFORMING ARTS CO-CURRICULAR ACTIVITIES

Daramalan Theatre Company

Daramalan Theatre Company (DTC) provides co-curricular opportunities for performing in theatre and for extension of committed and talented Drama students. The Company explores theatrical processes and subject matter of relevance for younger people, the Daramalan community and the wider society. Its program varies from group devised productions to classic and contemporary scripts, in-house scripted works, and musicals. Each is given a fresh treatment that will be of benefit to the participants and audiences. Company membership involves being a part of productions and intensive camps extending student skills and attitudinal approaches. Membership is by audition and encompasses creative and technical opportunities.

Daramalan Theatre Company Junior Ensemble

The Daramalan Theatre Company Junior Ensemble provides theatre and drama opportunities for students in Years 7 and 8. It introduces students to theatre, acting skills, group working methods, storytelling, script reading, personal communication skills, theatre games, use of space, vocal and movement exercises, and performances for audiences.

Daramalan Dance Company

The Daramalan Dance Company provides co-curricular opportunities for talented and committed dance students from Years 7 to 12. The Dance Company allows students to further explore their interest in Dance and may provide performance opportunities such as Wakakirri, Stage 88 at Floriade and the Ausdance Youth Dance Festival at The Canberra Theatre. Students audition for entry into the Company and need to be available for all rehearsals and scheduled performances. It provides an excellent opportunity to meet and work with professional dance teachers and other students who have similar interests and a passion for dance.

Choir

The school has a choir which rehearses at lunchtimes. Any students from Years 7 to 12 are welcome. Repertoire is selected from a wide range of styles. Public performance opportunities take place throughout the year at different school and music events.

String Ensemble

The school string ensemble consists of a group of string players playing a range of traditional and modern repertoire. The string ensemble meets once a week to rehearse. Public performance opportunities take place throughout the year at different school and music events.

Instrumental Tuition

Any student may apply for tuition in brass, woodwind, keyboard, percussion, or guitar. Instruments are provided and highly qualified music teachers come to the school during school hours. Students are billed by the individual teachers each term.

Instrumental Ensembles

The school runs three bands to cater for all standards and styles including Junior and Senior Concert Bands and Jazz Band. Students taking instrumental tuition are normally expected to be in a band after two terms of tuition. Band rehearsals are once a week and take place before or after school hours.

LANGUAGES

Daramalan College offers three languages: French, German and Japanese.

Prior to enrolment, students nominate one of these languages to study for one semester in Year 7. Students will continue to study this language for one semester in Year 8. Students may choose to continue the same language from Year 9 onwards.
All Language courses aim to:

- create positive relationships in an inclusive environment through understanding that people have different backgrounds and histories,
- inspire and support students to leave their comfort zone and dive into new ways of thinking and communicating,
- develop students' understanding of the systematic nature of language, which in turn enhances their understanding of their own language,
- reinforce literacy and numeracy skills in both the first and target language through comparison and as such develop a new kind of global literacy and numeracy,
- foster the love of learning about diverse cultures, beliefs and perspectives and the acceptance of alternate viewpoints,
- encourage students' enjoyment of experimenting with language and language learning, and
- assist students to acquire skills which can be transferred to other learning areas.

Year 7 Languages
Students study their chosen language for one semester. Students who have some background in the language will be catered for with extension work. The courses in all languages cover themes such as greetings, introducing self and others, colours, and animals.

Learning activities include playing interactive games, reciting rhymes, and chants, identifying and naming objects, singing, participating in role plays, using language-based computer programs, and researching topics related to the country or countries where the language is spoken.

Year 8 Languages
In Year 8, students continue the language they learned in Year 7 for one semester.

The theme-based approach continues, expanding on themes started in Year 7 and adding others such as family, hobbies, food, and schooling.

Learning activities include playing structured games, exchanging personal details and simple opinions, finding out and giving information on a range of topics, participating in role plays, undertaking surveys, food-tasting, doing open-ended projects, using language-based computer programs, and researching topics related to the country or countries where the language is spoken.

Students are encouraged to continue to study the same language as an elective subject from Year 9 to 12.

Students in Years 9 to 12 are also offered the opportunity to participate in an overseas study tour.

MATHEMATICS

Year 7 and 8 Mathematics
The Mathematics course is designed to strike an appropriate balance between increasing students' level of proficiency in core mathematical areas and introducing them to new topics such as algebra and co-ordinate geometry. Enrichment is offered in the classroom and through the Mathematics Challenge for Young Australians run by the Australian Mathematics Trust. Help is available from the Inclusive Education Team for students who need extra assistance.

Two additional features of the program are:

Enrichment Mathematics
This is enrichment to more challenging problems. Such students are encouraged to enrol in the Australian Mathematics Challenge that is organised by the Australian Mathematics Trust. The two stages run through Terms 2 and 3. Students may also participate in the Australian Mathematics Competition held in Term 3 as well as The Computational and Algorithmic Thinking (CAT) competition in Term 2.

Tutorial Mathematics
Maths tutorials are run on Mondays, Wednesday and Fridays. Mathematics teachers are available to assist students during lunch time to aid students requiring additional help.

RELIGIOUS EDUCATION
Students study Religious Education for all four semesters over Years 7 and 8. Each year group's learning is based on a theme particular to that year.

Year 7 Religion – Beginnings & Foundations
Topics studies include:
- Beginning at Daramalan
- Key Figures of the Old Testament - the beginnings of the Jewish People
- Life in the time of Jesus
- New Testament - the beginning of Christianity

Year 8 Religion – Challenge & Change
Topics studied include:
- Significant challenges and changes in the history of the Church
- Christian Discipleship – those continuing to live out Jesus' mission in the modern world
- World Religions and Interfaith Dialogue

SCIENCE

Year 7 and 8 Science

While the same core Science course is followed in all classes, different strategies and activities are used to meet the diverse needs of the students in each class. The Science course is based on the three Australian Curriculum strands: Science understanding, Science as a human endeavour and Science Inquiry.

In Years 7 and 8, students develop an understanding of science as a way of thinking critically, applying knowledge, and creating explanations for observed phenomena. Students need to be scientifically literate so they can question and seek evidence to confirm intuition and assess views arising in the popular media. They must develop skills to view change critically in the light of new evidence. Students are exposed to learning within the biological, physical, chemical and Earth and space sciences.

A significant component of studying Science at Daramalan College involves the completion of a Science Investigation, where students learn how to work like a scientist. Students solve problems by designing and experimenting as well as integrating Mathematics and Technology into their projects. They will then be equipped to distinguish between evidence and opinion and to make informed and responsible decisions. Science education can empower students in a dynamic world, enabling them to manage and initiate change.

Students are given the opportunity to participate in numerous Science competitions and activities such as ICAS-Science, Big Science Competition, CSIRO CREST Awards, Australian National Chemistry Quiz, and many others. These provide opportunities for students to gain experience in external assessment situations and to discover a talent in Science.

TECHNOLOGIES

The Australian Curriculum: Technologies addresses both Design & Technology and Digital Technology. These will be reported as Technologies 7 and Technologies 8. Students benefit from learning about and working with traditional, contemporary, and emerging technologies that shape the world in which we live. By applying their knowledge, practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

Year 7 Technologies

Students study two specific areas of Design and Technology; Food and Fibre (Kitchen Garden), and Digital Technologies; Computer coding and programming.

Food Specialisation

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students examine the five food groups and apply these in the development of healthy dietary plans. The practical component of this unit provides students with the opportunity to develop and apply safe and hygienic food handling practices. Students learn to use food preparation equipment and techniques appropriately, as they prepare, cook, and serve a range of healthy household meals.

Kitchen Garden

In this area of study students focus on the production of food in Australia. Students analyse some of the issues experienced in producing food and explore how products and services in agriculture have changed over time to manage issues such as climate variability and predict future developments.

Digital Technologies

In this area of study students investigate Digital Technologies. They consider what makes a good digital citizen and how to use technology responsibly. Students will create solutions to design problems by developing an understanding of digital technologies and coding using software packages.

Year 8 Technologies

The two specific areas Year 8 students will study

- Design & Technology - Engineering Principles, Systems and Materials, Technologies Specialisations. Students will use the design process (identify, design, produce and evaluate) to create an individual project. Whilst developing the project students will also produce a Portfolio to record the entire design process.
- Digital Technologies - computational thinking such as decomposing, and prototyping using appropriate coding software to solve and design problem.

VISUAL ARTS

Year 7 or 8 Art

In Years 7 and 8, learning in Visual Arts involves students making and responding to visual arts independently and with their classmates, teachers, and communities. Students in Year 7 or 8 spend a semester building on technical skills and conceptual thinking skills, making, and responding to artwork that reflects a broad range of ideas and techniques.

Throughout the semester students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints.

VISUAL ARTS

Year 7 or 8 Art

In Years 7 and 8, learning in Visual Arts involves students making and responding to visual arts independently and with their classmates, teachers, and communities. Students in Year 7 or 8 spend a semester building on technical skills and conceptual thinking skills, making, and responding to artwork that reflects a broad range of ideas and techniques.

Throughout the semester students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints.

Year 8 Media

This unit introduces students to the language of Media Arts and builds an awareness of production elements. Students learn in and through developing an understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.

Introduction

The academic program for students in Years 9 and 10 is arranged into **core** (compulsory) and **elective** subjects. Elective subjects are arranged in a system of semester length units, some of which can be combined to form a full year of study in a subject. This system enables students to specialise along certain subject lines while also catering for those students who may wish to diversify their elective units.

Students along with their parents, and their teachers, have regular opportunities to assess and evaluate their progress and interests and, where necessary, to review and revise their programs.

It is recommended that students view the studies information presentation on selecting elective subjects and talk to teachers from each subject area to help them select the most appropriate elective program in Years 9 and 10, relative to their strengths and interests.

All subjects completed (core and elective) during Year 9 and 10 will be included on the student's ACT Year 10 Certificate. As such, students are encouraged to think carefully about the electives they choose.

Core Subjects

The six core subjects are:

- English
- Mathematics
- Science
- Health & Physical Education
- History
- Religious Education

Four of these core subjects will be studied for the whole year in both Years 9 and 10 (English, Mathematics, Science, Health & Physical Education). History and Religious Education are studied for one semester only in both Years 9 and 10.

Summary of Core Courses

English

As in Years 7 and 8, the Year 9 and 10 courses are built around the three interrelated Australian Curriculum strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating.

In Years 9 and 10, students experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students also engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop a critical understanding of the contemporary media, and the differences between media texts. A focus on providing foundation skills for further English study is emphasised throughout the learning.

Mathematics

In Year 9 and 10, the Mathematics courses are based on the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability.

In Year 9 and 10 students are banded in two groups, both groups cover the Year 9 and 10 content with the Advanced classes also experiencing a range of content from the Mathematics Pathways to senior secondary mathematics study curriculum as per the Australian Mathematics curriuculum, v9.0. This enables students to extend and enrich their mathematical study in preparation for senior secondary mathematics courses. The topics covered are surds, logarithms, curve sketching, circle geometry and bivariate data.

In Years 9 and 10, students again have opportunities to compete in the Australian Mathematics and CAT Competition as well as the Enrichment and Challenge Programs offered by the Australian Mathematics Trust.

Science

As is the case in Years 7 and 8, the Years 9 and 10 Science courses are based on the three Australian Curriculum strands: Science understanding, Science as a human endeavour and Science Inquiry. These three strands are encountered throughout the year as students explore the key disciplines of Science (Biological, Physical, Chemical and Earth and Space Sciences). Additionally, students in Years 9 and 10 undertake a Science investigation where they learn how to work like a scientist. Students solve problems by designing and experimenting as well as integrating Mathematics and Technology into their investigations, equipping them for real-world challenges where integrated approaches are the key to success.

In Years 9 and 10, students are given the opportunity to participate in numerous Science competitions, activities, and programs such as ICAS-Science, Big Science Competition, CSIRO CREST Awards, Australian National Chemistry Quiz, and many others. These provide rich opportunities for students to benefit from participating in external assessment situations and discover a talent and passion for real-world Science.

Health & Physical Education

In Year 9 and 10 Health and Physical Education, students study and apply a variety of skills whilst meeting the Achievement Standards for Health and Physical Education. The course is based on two interrelated Australian Curriculum strands:

- Personal, Social and Community Health, and
- Movement and Physical Activity.

In Year 9, practical lessons focus on building on skills learnt in Years 7 and 8. Students apply learnt skills and strategies to new and challenging movement contexts.

Year 10 students are supported in developing their awareness of community; they are provided opportunities to demonstrate leadership, fair play, and cooperation in a range of movement and health contexts. Students draw upon previous movement experiences to create solutions to movement challenges. Emphasis is placed on student leadership, problem solving and collaboration within a team sport context. In Health, Year 9 and 10 students develop and assess personal strategies to manage their identities, emotions, and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity, and inclusion affect the nature and quality of relationships. Students propose and justify strategies to handle online and offline situations that may pose risks to health, safety, relationships, or wellbeing. They synthesise health information from credible sources to propose and justify strategies that enhance their own and others' health, safety, relationships, and wellbeing. An optional camp is offered to support the students' ability to connect with community, and natural and built environments.

In Year 9 and 10, there may be opportunities for students to choose between **Core PE** and **Extended PE**, depending on their interests and preferred learning environment. **Core PE** is ideal for students who enjoy a relaxed, social, and inclusive atmosphere where the focus is on learning new skills at a comfortable pace, building confidence, and having fun without the pressure of competition. **Extended PE** suits students who thrive in high-energy, competitive settings, enjoy challenging themselves physically, and are motivated by being surrounded by peers with a strong drive to perform. Both options aim to support the growth and enjoyment of students in Physical Education.

History

All students study compulsory History in Years 9 and 10. Year 9 and 10 students can also elect to study Geography and/or an extra thematic history unit. Whilst these are two elective History units available in Year 9 and 10, students may only nominate to study one History elective unit in each of these years.

Years 9 and 10 History involves modern history units that cover the time period from the industrial revolution to the late 20th century. Major topics include:

- population transfers including slavery, penal transportation and immigration;
- Australian federation;
- the First and Second World Wars; and
- struggles for rights and freedoms including the Holocaust and the experiences of Indigenous Australians.

The elective History units and Geography units are described in the Summary of Elective Subjects – Years 9 – 10, in this handbook.

Religious Education

In Year 9 Religious Education students study a unit on, Respect & Social Justice.
The topics within this unit include:

- Respect and Human Dignity
- Catholic Social Teaching
- Social Justice Issues

In Year 10 Religious Education students have the opportunity to study either our Mainstream Religion course or our specialised Youth Ministry course. Within these streams, topics studied include:

- Historical and contemporary examples of leaders,
- Servant Leadership with a focus on the Missionaries of the Sacred Heart (Mainstream Religion & Youth Ministry),
- Sects & Cults (Mainstream Religion),
- Grief and Loss (Mainstream Religion), and
- Planning and facilitating a retreat (Youth Ministry).

Elective Subjects

The purpose of elective subjects in Years 9 and 10 is to help students to develop specialised subject skills to help them prepare for Years 11 and 12 and/or employment (e.g., including vocational education or a trade). Accordingly, it is important that students consider their choice of electives carefully for both Year 9 and 10. Students should also consider how the collective program of electives they select for Year 9 and 10 work together. Some electives can complement each other, for example adding a series of business units to a major area of study may help the student with running their own business or gaining employment based on a broader range of skills.

While the elective program is designed to enable students to select elective units from a variety of subjects, it is desirable at this stage of their education for students to think carefully about continuity in some of their elective studies.

A list of elective subjects and their descriptions appear later in this document.

Curriculum Structure Years 9 -10

Students study seven subjects in each semester, comprising both core and elective subjects as shown in the table below. During Years 9 and 10 all students must complete units of study comprising the following totals:

Core:
- 4 semester units each of English, Mathematics, Science and Health & Physical Education
- 2 semester units of Religious Education, one in Year 9 and one in Year 10
- 2 semester units of History, one in Year 9 and one in Year 10

Elective:
- 8 semester units of elective subjects (4 in Year 9 and 4 in Year 10)

Year 9 Academic Program

Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Health and Physical Education (C)	Health and Physical Education (C)
5	Religious Education (C) or History (C)*	Religious Education (C) or History (C)*
6	Elective (1 semester or year-long)	Elective (1 semester or year-long)
7	Elective (1 semester or year-long)	Elective (1 semester or year-long)

(C) = Core subject
* Students undertake a semester of Religious Education and History, being either Religious Education in Semester 1 and History in Semester 2, or vice versa.

Year 10 Academic Program

Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Health and Physical Education (C)	Health and Physical Education (C)
5	Religious Education (C) or History (C)*	Religious Education (C) or History (C)*
6	Elective (1 semester or year-long)	Elective (1 semester or year-long)
7	Elective (1 semester or year-long)	Elective (1 semester or year-long)

(C) = Core subject
* Students undertake a semester of Religious Education and History, being either Religious Education in Semester 1 and History in Semester 2, or vice versa.

Elective Program Options

Throughout Years 9 and 10, students will select and complete eight (8) semesters (units) of elective subjects, with four (4) elective semesters (units) available in Year 9 and four (4) in Year 10. Electives can be either combined as year-long subjects or undertaken as single semester-length subjects.

If a student wishes to study a continuing Language in Years 11 and 12 then they must select to study that Language in Year 9 and 10 as well.

In Year 9 and 10, students need to select elective subjects based on one of the following options. This system enables students to specialise along certain subject lines while also catering for those students who may wish to diversify their elective units.

Option A Two (2) year-long elective subjects. (i.e., 2 semesters (units) for each elective subject) Students who select this option will need to select a total of two (2) elective subjects in a year.

Option B One (1) year-long subject (i.e., 2 semesters (units) for each subject) and two (2) semester long subjects. (i.e., 1 semester (unit) for each subject) Students who select this option will need to select a total of three (3) elective subjects in a year.

Option C Students study four elective subjects for one semester each

Students should select their electives preferentially. That is, Elective 1 is the elective that the student most wants to study, and so on.

Elective Option Tables - Years 9 and 10

Option A 2 year-long elective subjects (2 semesters (units) each).

Semester 1	Semester 2
Elective 1 (2 units)	
Elective 2 (2 units)	

Option B 1 year-long elective subject (2 semesters [units]) and 2 semester-long subjects (1 semester [unit] for each).

Semester 1	Semester 2
Elective 1 (2 units)	
Elective 2 (1 unit)	Elective 3 (1 unit)

Option C 4 elective subjects for one semester each

Semester 1	Semester 2
Elective 1 (1 unit)	Elective 2 (1 unit)
Elective 3 (1 unit)	Elective 4 (1 unit)

Selecting Electives

Electives for Year 9 will be chosen in Term 3 of Year 8. Year 8 students (i.e., Year 9 the following year) should plan their electives for two years but will only submit elective selections for Year 9.

Electives for Year 10 will be chosen in Term 3 of Year 9. Year 9 students (i.e., Year 10 the following year) will only submit elective selections for Year 10.

Students will submit their electives on the **Web Preferences database**. A link to the database will be sent to all students when subject selections are available.

It is strongly advised that students carefully consider their elective choices before uploading them into the **Web Preferences database**. To assist students, each year a studies information presentation is provided in Term 3.

Students may use **Appendix 4- Elective Planning Table** (located at the end of this document) to list their elective preferences and their reserve preferences before submitting them.

Selecting Reserve Elective Subjects

In situations where there is low or insufficient demand for a subject (i.e., where very few students select a particular elective), that elective may either, be offered as a combined Years 9 and 10 class with students from both years undertaking the elective together, or not be offered. **As such, it is imperative that students select a reserve unit for each elective.** Should a selected elective not be available due to insufficient numbers to run the class or it results in a timetable clash, the reserve elective will be allocated to the student.

Submitting Elective Preferences

After students have determined their electives and reserve electives, they need to upload these into the electives database. Students will be emailed a link to this online database, along with login details. The database will only be available for a 2-week period. Students must ensure that they upload their elective preferences by the deadline which will be advertised to students and parents via email.

Before saving their choices into the database, students must ensure that they have selected the number of electives according to either Option A, B or C (above). They must also have selected a reserve elective for each elective they have chosen.

Any unit which has already been completed cannot be selected again (e.g., if it was completed in Year 9, it may not be undertaken again in Year 10).

Students must also check that they meet any prerequisite requirements (if applicable) before selecting and uploading an elective subject. Prerequisites are indicated under the elective unit descriptions later in this document.

Elective selections may be changed by a student at any time up until the published closing date of the database. Students may revise their elective choices at any time before the published closing date of the subject selection database. Once selections are submitted, students will be prompted to enter a parent/carer email address. The Web Preferences system will then send an automated email to the nominated parent/carer, confirming the subjects selected. Parent/Carer will be prompted to respond to this email to approve the subject selections submitted. This process acts as formal confirmation that the student has discussed their subject choices with their parent/carer and that the selections have been made in consultation.

A planning table has been included at the end of this guide (Appendix 4) to assist students to determine their elective study program.
A planning table has been included at the end of this guide (Appendix 4) to assist students to determine their elective study program.

Changing an Elective Program

The academic program for a student in Years 9 or 10 is finalised towards the end of Year 8 or 9, respectively. Generally, students will stay with their selected and approved program for the duration of the following year. However, students along with their parents, and their teachers, have regular opportunities to assess and re-evaluate their progress and interests and, where necessary, to review and revise their programs. Students should discuss any proposed changes to their elective study program with their parents, and the subject teacher, the Subject Coordinator, and/or their pastoral leaders. If changes are requested by the student or recommended by a teacher, they will only be approved if parental consent is given and if such a change can be accommodated in terms of meeting prerequisites and availability due to class size and timetabling restrictions. Changes can only be requested at the following times:
- in the first two weeks of a semester
- in the last two weeks of a semester, in preparation for the next semester

After gaining consent to change a subject, students will need to submit the Subject Change Request Form to the Assistant Principal Curriculum Years 7 to 10. The form must outline the reason/s for the change requested and be signed by the student and a parent or carer/guardian, on the understanding that changes can only be made if the change is deemed beneficial and the student still meets subject and other requirements, and if there is a space available in a requested class.

Special Note regarding Languages

As Language units form part of the continuing Languages course students who elect to study a language in Years 9 and 10 are required to select it as year-long subject. As such it is highly recommended that students considering a change from a language to another subject during Year 9 or 10 speak with either their language teacher or the Languages Coordinator before requesting the change. Once a student discontinues their language studies during Year 9 or 10, they will not be able to study it as a senior course.

SUMMARY OF ELECTIVE SUBJECTS - YEARS 9 -10

Summary table of elective subjects offered for Years 9 and 10. Specific details are provided in the following section for each elective.

ELECTIVE SUBJECT	UNITS			
	Year 9		Year 10	
	Semester 1	Semester 2	Semester 1	Semester 2
Advanced Inquiry Studies	Advanced Inquiry		Advanced Inquiry	
Business Studies, Legal Studies and Information Technology	Business Computing Introduction to Computer Programming Entrepreneurship and Law	Business Computing Introduction to Computer Programming Entrepreneurship and Law	Law, Politics and Society Economics, Business and Entrepreneurship Business Computing Introduction to Computer Programming Continued	Law, Politics and Society Economics, Business and Entrepreneurship Business Computing Introduction to Computer Programming Continued
Food Technology	Cook Well, Eat Well	Food Product Development	Food in Australia	Food Service and Catering
Languages	9 French A 9 German A 9 Japanese A	9 French B 9 German B 9 Japanese B	10 French A 10 German A 10 Japanese A	10 French B 10 German B 10 Japanese B
Performing Arts Dance	Broadway Dance	Popular Dance	Screen Dance	Theatrical Dance
Performing Arts Drama	The Performer, the Space, and the Audience	Dramatic Archetypes	Acting for Stage and Screen	Contrasting Approaches in Dramatic Presentation
Performing Arts Music	Elements of Music	How is Music Organised and Structured?	Protest Music	Dance Music Through the Ages
Humanities and Social Science - History	Warfare Through the Ages History Versus Hollywood	Warfare Through the Ages History Versus Hollywood	Disasters in History A History of Sport in Society	Disasters in History A History of Sport in Society
Humanities and Social Science - Geography	Environmental Change and Management, and Geographies of Human Wellbeing	Biomes and Food Security and Geographies of Interconnections	Environmental Change and Management, and Geographies of Human Wellbeing	Biomes and Food Security and Geographies of Interconnections
Technology and Design Metal Technology	9 Metal Technology A	9 Metal Technology B	10 Metal Technology A	10 Metal Technology B
Technology and Design iSTEM	Design & Technology – Robotics and Design Principles	Product Design – Electronics	Systems Design – Drone Technology and Prosthetics	Major Design Project – Composite Materials and Solar Principles
Technology and Design Graphics Technology	9 Graphics Technology A	9 Graphics Technology B	10 Graphics Technology A	10 Graphics Technology B
Technology and Design Textiles Technology	9 Textiles Technology A	9 Textiles Technology B	10 Textiles Technology A	10 Textiles Technology B
Technology and Design Timber Technology	9 Timber Technology A	9 Timber Technology B	10 Timber Technology A	10 Timber Technology B
Visual Arts Art	9 Art A	9 Art B	10 Art A	10 Art B
Visual Arts Media Studies	Introduction to Media and Movie Making	Animation and Television	The Documentary and Photography	Advertising and Major Work

ADVANCED INQUIRY STUDIES

ADVANCED INQUIRY
Years 9 and 10
Semester 1
Pre-requisites: Nil

This unit is designed for self-motivated learners who wish to challenge themselves through a guided inquiry process. Students can develop a project from any area in which they have a deep interest or talent. Students are encouraged to design a project that addresses relevant and contemporary issues. They will collaborate with experts, teachers, and the community to deliver the outcome of their research and planning. In doing so students will develop and integrate capabilities in literacy, critical and creative thinking, and self-management. Students will receive explicit teaching in the following:

Research methodologies
•   Select, read, and analyse a range of print and digital materials including reference books and websites
•   Wide reading from a range of sources including academic research and media articles

•   Conducting independent research or data collection such as expert interviews, surveys, and use of data sets

Academic integrity
•   Correct attribution and referencing of others' work
•   Use of free license and Creative Commons material

Presentation skills
•   Plan and deliver inquiry results to authentic audiences

BUSINESS AND GOVERNMENT

All Business and Government units are single semester elective units which may be studied in isolation, except for Computer Programming Continued. Students must have previously studied the prerequisite unit, Introduction to Programming, to select Computer Programming Continued. If a student choses Business Computing or Introduction to Computer Programming in Year 9 it cannot be repeated in Year 10 or for a second semester in the same year.

BUSINESS COMPUTING
Year 9 or 10
Semester 1 or 2
Pre-requisites: Nil

The virtual world now encompasses every part of our lives; what do I need to know to thrive within it? This unit will prepare students for the senior college years with foundation skills in organisation, ICT, and business. This unit also allows students to easily progress into the Business Skills and Practical Applications course (A/V) in Years 11 & 12. There may be a vocational qualification attached to this subject, therefore students will need a Unique Student Identifier (USI) to take Business Computing and to provide this to the college VET Coordinator. USI's can be applied for at www.usi.gov.au

Content includes:
- using Office 365 to:
    - use digital technology for workplace tasks including Word and Excel documents,
    - use and maintain business resources,
    - understand and use communication skills,
    - plan and prepare for work readiness and skill development,
    - create and use spreadsheets in real world scenarios, and
    - use PowerPoint including embedding video and web links.
- operating digital devices,
- understanding how to use the Internet effectively and safely as a research and information gathering tool, including setting the student up with the skills required to successfully research Year 11 and 12 assignments.

INTRODUCTION TO PROGRAMMING
Year 9 and 10
Semester 1 or 2
Pre-requisites: Nil
This unit introduces students to the skills relevant to computational thinking in everyday life. Students develop their ability to think logically and creatively to solve problems by identifying and analysing requirements, designing a solution algorithm, and implementing the solution as a computer program. Students are introduced to Object Oriented Programming utilising the 'Unreal Engine, Unity and the Java language. This unit allows the

students to easily progress into the Digital Technology (T) course in Years 11 and 12.
The main aspects of this unit are:

- analysing and visualising the data required to address complex computer problems and applications,
- designing the user experience of a computer program
- creating modular programs with an object-oriented programming language,
- working collaboratively in a team to create interactive solutions, and
- using the 3D aspect of 'Unreal or Unity' to produce a finished immersive computer program such as a game, edutainment, or educational software

COMPUTER PROGRAMMING CONTINUED
Year 10
Semester 1 or 2
Pre-requisites: Introduction to Computer Programming
Having experienced developing digital products for a design brief, what new skills and knowledge are required in order to develop a large Digital Technology project with a group? In this unit students will consolidate and extend the knowledge and skills gained in the Introduction to Programming unit and apply design thinking to produce a large Digital Technology project in a small group. While this unit is not a prerequisite for Digital Technology in Years 11 and 12, students who undertake it will have experiences that will assist them in their future study of programming.

Students will work in small groups (3 or 4) in order to complete, over the semester, one large scale digital project. The project itself will be broken down into several sections, each with its own deliverable.

Part 1 – A detailed project plan, design document and project management tool for the piece of software, game or robot that will complete the required task and/or meet the design brief.

Part 2 – A completed digital project/game/autonomous robot that is capable of successfully executing the required task.

Part 3 – A report using a medium of the student's choice from the options of a written report, audio-visual presentation, video, website, blog or diary to describe the design processes that led to the project's creation/robot's construction and the success or otherwise of the code to complete the task.

ENTREPRENEURSHIP AND LAW
Semester 1 or 2
Year 9
Pre-requisites: Nil
The decisions of government and actions of businesses shape the world we live in and its future. This unit integrates the subjects of 'Civics and Citizenship' and 'Businesses and Economics'. Students will explore the fundamentals of our legal, political, and economic systems and develop their skills to make informed decisions on current affairs. This unit seeks to develop students' intercultural understanding and equip them with financial, business, and consumer literacy skills. This subject aims to foster students who are active global citizens who are prepared for the workforce and life beyond school. Topics studied include;

Government and the Law
- Law creation and reform
- Key features of Australia's court system
- Role of the courts, judges, lawyers and juries in trials
- Rights of the accused vs rights of victims
- Influence of social media in shaping our society

Business and Economics
- Economic decision making by individuals, businesses and global markets
- Relationship between consumers, businesses, and government
- International trade
- Strategies businesses use to maintain a competitive advantage
- Financial decision making

ECONOMICS, BUSINESS AND ENTREPRENEURSHIP
Semester 1 or 2
Year 10
Pre-requisites: Nil
Every day we are affected by the decisions of businesses and governments. Our standard of living is linked to the performance of our economy, and we, as consumers and workers, are integral to the performance of our economy. Understanding the complex and fascinating relationship between business, consumers, workers, government, and the world is important in this increasingly global economic community. This unit allows the students to easily progress into the Business (T) course and/or Economics (T) course in Years 11 and 12.
The main aspects of this unit are:

- What is Economics & Business Studies?
- Introduction to Economics
    - How do economic indicators influence government decision making?
    - How can the government improve economic performance and living standards?

- The global economy
- Introduction Business & Accounting concepts
    - How do businesses manage the workforce and improve productivity?
- Personal finance
    - Importance of superannuation
    - Consumer financial decisions

LAW, POLITICS AND SOCIETY
Year 10
Semester 1 or 2
Pre-requisites: Nil
Students develop their understanding of Australia's system of government and compare with other systems of government in the Asia-Pacific region. They examine the ways in which various groups influence government and decision-making processes. They also investigate the values and practices that enable a democratic society to be sustained including an examination of the major political parties and processes involved in Federal and State elections. They investigate features and principles of Australia's court system, including how courts interpret laws and the purpose and work of the High Court. Students also have an opportunity to examine Australia's role and responsibilities within the international context. This unit allows the students to easily progress into the Legal Studies (T/A) course and/or Global Studies (T) course in Years 11 and 12.

Food Technology in Years 9 and 10 provides students with a comprehensive understanding of food properties, processing, preparation, nutrition, and their connections. The program emphasises the significance of hygiene, safety practices, and regulations in food production. Students acquire food-specific skills that can be used in various contexts to create high-quality food products. Students use the design process to create solutions for food related problems.

The course is aimed at meeting the needs of all students. The practical and theoretical components of this course are of equal importance and value in Years 9 and 10. All Food Technology Units provide extensive opportunities for students to develop skills in food preparation and presentation.

9 Food Technology - Cook Well, Eat Well
Year 9
Semester 1
Pre-requisites: Nil
In this unit students will broaden their experiences with food as they experiment with different ingredients and their functions. Students investigate cookery methods and develop an understanding of food origins. Topics include health and wellbeing, kitchen hygiene and safety, knife skills, methods of cookery and the functional properties of food. Students will use the design process to design, prepare and evaluate a food product for a specific target market.

9 Food Technology - Food Product Development
Year 9
Semester 2
Pre-requisites: Nil
Students learn the relationship between food market variables and food product selection. Students examine the impact of marketing on consumer choice. Students learn about food labelling and the function of food product packaging. Students will generate innovative food product concepts using the design process model. Students are introduced to food preparation and cookery techniques, safe work practices and food hygiene.

10 Food Technology – Food in Australia
Year 10
Semester 1
Pre-requisites: Nil
Students examine the cultural and historical significance of the role of food within Australian society. They investigate the history of Aboriginal and Torres Strait Islander food culture. Students explore the impact of migration on Australian food culture and examine the subsequent influences on Australian eating patterns. They use technologies, knowledge and understanding to produce a designed solution that incorporates the diverse nature of Australian cuisine. Students select and use appropriate technologies to demonstrate food preparation and cookery techniques.

10 Food Technology – Food Service and Catering
Year 10
Semester 2
Pre-requisites: Nil
This unit focuses on providing students with practical knowledge and skills related to the food service industry. This unit covers a range of topics, including food preparation, presentation, sustainability and service techniques. Students will learn about menu planning, considering factors such as dietary restrictions and cultural preferences. Students will apply the design process to develop food solutions for specific food needs in various circumstances.

Geography
Year 9 or 10
Semester 1 or 2
Pre-requisites: Nil
The study of geography allows students to develop their understanding of the interconnected world we live in. Knowledge of geography is key to helping find solutions to some of the biggest issues in our world, such as climate change, urban over development, poverty, and natural disasters.

In Geography students build on their understanding of place, space, environment, interconnection, sustainability, and change and apply this understanding to a wide range of environments at the full range of scales, from local to global. Drawing on many other related disciplines, geography offers a broad range of career outcomes and, with the increasing global focus on the issue's geographers are equipped to address, employment opportunities are growing exponentially.

In Year 9/10 Geography students study the following units:
• Biomes and Food Security / Geographies of Interconnections
• Environmental Change and Management / Geographies of Human Wellbeing

Warfare Through the Ages
Year 9
Semester 1 or 2
Pre-requisites: Nil
This unit deals with the history of warfare and its effects on society and individuals. Warfare has been a tragic constant throughout human history but has also had immense effects on culture and has directed the course of humanity. Specific case studies will cover the development of war in the western hemisphere throughout Ancient, Medieval, Modern and Post-Modern eras.

History versus Hollywood
Year 9
Semester 1 or 2
Pre-requisites: Nil
This course focuses on the development of students' understanding of the nature of history. Students will build awareness of the ways in which different perspectives and interpretations of the past can be reflected in a variety of media constructions. Students will learn how film and television can enhance our learning of history. However, students will also consider how to fully appreciate the difference between entertainment and historical accuracy.

Students will interpret how media represents and commemorates the past. They will gain an appreciation of the role of the film and television industry in promoting history and encouraging further understanding or misunderstanding of historical people or events. Students will develop the ability to critically analyse film and television as historical sources, and to expand their knowledge and skills with relevant historical research.

Disasters in History
Year 10
Semester 1 or 2
Pre-requisites: Nil
This unit deals with human disasters and their effects on society and individuals. These events will be investigated with a specific intent to identify cause and effect and to use this to understand causality in history. Specific disastrous incidents will be drawn from: Naval and Aeronautical disasters, Natural disasters; Medical disasters, Environmental and Industrial disasters.

A History of Sport in Society
Year 10
Semester 1 or 2
Pre-requisites: Nil
This unit will trace the history of sport from the ancient world to the modern. From the ancient Olympics, through the codification and regulation of sport in the Industrial Revolution, to the sport-as-business model of the 21st century, sport can tell us much about the societies in which they existed. Class, race, gender, national identity, religion and many other aspects of society can be closely examined through a careful look at the sporting life of a time and place.

Students studying this unit can consider the question: have we shaped our sporting culture or has our sporting culture shaped us? And while studying this question, students will be building powerful schemas about what life was like in the past and flexing academic muscles as they research, think and write about these issues.

LANGUAGES

The study of Languages fosters greater awareness, understanding and appreciation of the value of other languages, societies, and cultures, as well as of the student's own language and culture.

The aim of language learning in Years 9 and 10 is to develop communicative skills in reading, writing, listening and speaking in each language as well as to foster creative and critical thinking through analysis and reflection. Cultural issues are discussed as they arise in relation to the language. Culture-based activities are included as a valuable means of increasing awareness of linguistic and cultural diversity and reflecting on one's own identity in a globalised world.

Modules of work are used as a focus for study in the Languages classroom, incorporating themes such as family, friends, leisure time, sport, environment, education, food and cooking, shopping, and travelling. Students are encouraged to participate in discussions and to openly express their opinions and ideas on a broad range of globally relevant and sometimes controversial topics and attitudes.

Three languages (French, German and Japanese) are offered for study in Years 9 and 10. Students elect to continue the language studied in Years 7 and 8. All courses are organised into four sequential semester units, which are normally studied over Years 9 and 10. The Years 9 and 10 course forms the foundation for further study of Continuing French, Continuing German, and Continuing Japanese in Years 11 and 12. Languages, therefore, are only available as whole-year subjects. If a student wishes to study a continuing Language in Years 11 and 12 then they must select to study that Language in Years 9 and 10 as well. Students who do not meet the prerequisite for the Languages courses in Years 9 or 10 may seek approval to study a language from the AP Curriculum (Years 7-10) who will consider the request following consultation with the Languages Coordinator.

Tours to France, Germany and Japan are usually offered in alternate years to practise and reinforce students' developing language skills through exchanges with our sister schools and through interactions during travel.

9 French A
Year 9
Semester 1
Pre-requisites: Year 8 French or equivalent
Students learn to talk about where they live and leisure activities, express their interests and state how often they do these activities. They learn to contrast habits with special occasions. In addition, students learn to ask and give directions and organise to meet up with friends in town.

9 French B
Year 9
Semester 2
Pre-requisites: 9 French A
Students learn to express needs and physical discomfort, such as hunger, illness and pain. They also learn healthy food options in France and how to maintain a healthy lifestyle with exercise. Additionally, students learn to use the passé composé to describe past events and experiences. They consolidate and deepen their French knowledge by applying the past tense to topics of prior learning.

10 French A
Year 10
Semester 1
Pre-requisites: 9 French B
Students learn to plan for outings with friends. They express personal opinions in different contexts and make comparisons. Students learn to express needs and physical discomfort within the theme of holidays explored through camping and festival experiences. They practise the vocabulary relating to the weather and shopping. Students also learn about French history and recount past events with more sophistication using relative clauses and the combination of passé composé and l'imparfait.

10 French B
Year 10
Semester 2
Pre-requisites: 10 French A
Students learn to express opinions on choosing vocations using the conditional tense. Students explore the historical background of the Haute-Normandie and Picardie regions. Additionally, students explore environmental issues and historical events linked to the French revolution, and their impact on French culture and daily lives today. They also explore the significance of other Francophone countries and their cultures.

9 German A
Year 9
Semester 1
Pre-requisites: Year 8 German or equivalent
Students describe and discuss life in the city including transportation, giving directions and places of interest. They learn to express their opinions about clothing and fashion and to give detailed descriptions. The cultural focus is on German cities. Students expand their knowledge of German grammar to prepositions, conjunctions and the use of modal verbs.

9 German B
Year 9
Semester 2
Pre-requisites: 9 German A
Students discuss topics related to housing, chores, part time jobs, holidays, and travel. They compare their lives to the life of young Germans, regarding where and how they live and what they are allowed to do. Students learn to use additional modal verbs and to talk about themselves and others using the past tense, describing actions and events.

10 German A
Year 10
Semester 1
Pre-requisites: 9 German B
Students learn about Berlin as a major cultural centre and travel destination. They learn to negotiate activities, to discuss problems facing young people, to argue successfully and to describe their daily routine. Students study statistics relating to geography and population and continue to improve their grasp on all tenses, prepositions, conjunctions and word order.

10 German B
Year 10
Semester 2
Pre-requisites: 10 German A
Students research and discuss housing types, statistics, environmental issues and German migration to Australia. They compare their family background and reflect on the concept of Heimat. Students also learn to talk about German traditions and superstitions surrounding them. Grammatical concepts are reinforced with special focus on conjunctions and reflexive verbs.

9 Japanese A
Year 9
Semester 1
Pre-requisites: Year 8 Japanese or equivalent
Students learn to ask questions and talk about their significant milestones, nationalities, birthplace, and which language they speak. Students also learn katakana and more kanji. They expand their knowledge of Japanese grammar, using the TE form of verbs to make polite requests and the past tense of verbs and adjectives. Cultural learning focuses on the differences and similarities between milestones of Australian and Japanese teenagers, examining cultural stereotypes and learning about changes in Japan's society.

9 Japanese B
Year 9
Semester 2
Pre-requisites: 9 Japanese A
Students learn to ask questions and talk about fast food and healthy lifestyle, shopping and outings. Students continue to learn more kanji. They expand their knowledge of Japanese grammar and use the form of verbs to describe what someone is doing now. Cultural learning focuses on the differences and similarities in shopping and leisure activities between Australian and Japanese teenagers.

10 Japanese A
Year 10
Semester 1
Pre-requisites: 9 Japanese B
Students learn to describe housing and their neighbourhood using a variety of grammatical structures such as the plain forms of verbs. They learn to express what they want and to talk about their weekend activities including expressions of giving and receiving permission. They discuss and compare teenagers' lifestyles in Japan and Australia. They learn to give directions and make travel arrangements.

10 Japanese B
Year 10
Semester 2
Pre-requisites: 10 Japanese A
Students learn how to ask and say what they are good at and like to do. They discuss what they want to do in the future and provide reasons for their chosen career. They also learn to talk about the environmental issues. Students learn to communicate about jobs and future aspirations. Students learn how to see Australian daily life from a Japanese student's perspective and understand what a Japanese student might think about Australian families.

PERFORMING ARTS

DANCE
The Dance course allows students opportunities in a variety of dance styles. The course consists of four units over two years.

Broadway Dance
Year 9
Semester 1
Pre-requisites: Nil
This unit is designed to introduce students to the dance styles used in Broadway musicals and in Hollywood films. Students participate in practical classes learning dances in the style of Broadway jazz. They examine the work of major Broadway choreographers and devise their own sequences in the style of musical theatre. A historical overview of jazz dance is highlighted, and students analyse the movement and non-movement components used in musical theatre to convey a narrative.

Popular Dance
Year 9
Semester 2
Pre-requisites: Nil
This unit is designed to investigate how dance reflects the youth culture of society in different eras. In Term 3 the students will develop teamwork, stagecraft and performance skills through collaborating on a class production. In Term 4, the students will participate in practical classes and explore the role of dance in various eras such as; 1920's Charleston, 1950's Rock'n'Roll, 1970's Disco and 1990's Hip Hop.

Screen Dance
Year 10
Semester 1
Pre-requisites: Nil
This unit is designed to introduce students to dance and the media and investigate its cultural contexts. Students participate in practical classes of technique in contemporary and other styles and explore the role of video/digital camera techniques in choreography. An overview of dance in the media is highlighted through the theoretical study of dance on film, music videos, advertising, print media, photography, children's television, and animation.

Theatrical Dance
Year 10
Semester 2
Pre-requisites: Nil
This unit is designed to introduce students to dance in a theatrical context. In Term 3, students will develop teamwork, stagecraft and performance skills through collaborating on a class production. In Term 4, students will learn a structured theatrical ballet production and explore the use of props in their own choreography.

DRAMA
The Drama course prepares students for life situations by allowing them to rehearse and experience aspects of life through spoken and dramatic skills. It allows opportunities for students to understand Drama as an art form and to study some aspects of the history of theatre. The practical content of the course is designed to offer direct and practical experience of the art form and to foster an understanding of the relationship between the individual as performer/actor/artist, the performing space and the audience. The course consists of four units offered over two years.

The Performer, the Space, and the Audience
Year 9
Semester 1
Pre-requisites: Nil
This unit is designed to introduce students to extended Drama activities to develop the work of theatre and movement theorists. Students also further develop their improvisation and characterisation skills and work towards producing performances. Students learn and practise movement through the "Viewpoints" system and realistic character development using Stanislavski's system. Such work is applied through theatre composition, scripts, and character development.

Dramatic Archetypes
Year 9
Semester 2
Pre-requisites: Nil
In this unit, students will study how traditional physical approaches to theatre can be applied to theatre presentations. How does the past theatre practice influence the present? How might traditional physical theatre approaches be applied to classical and contemporary theatre presentations?

Acting for Stage and Screen
Year 10
Semester 1
Pre-requisites: Nil
This unit provides students with an understanding of acting techniques for screen and television, focusing on camera shots and angles. Students will compare stage acting to screen acting.

Contrasting Approaches in Dramatic Presentation
Year 10
Semester 2
Pre-requisites: Nil
This unit is designed to introduce students to some basic theatrical techniques for preparing a role and character using theories of Constantin Stanislavski and Bertolt Brecht. Students will use the theatrical theories learnt and apply them to a heightened text showing knowledge and application of contrasting theatre styles.

MUSIC
The Music course caters for students to listen, compose, and perform music from a diverse range of styles, traditions, and contexts. Students create, shape, and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. The aim is to cater for students of varying abilities and experience by assessing their performance skills at individual levels. The course consists of four units offered over two years.

Elements of Music
Year 9
Semester 1
Pre-requisites: Nil
This unit is designed to allow students to explore the elements of music and compositional devices. Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning in compositions in selected style/s, form/s and/or using selected instrumentation. They notate and document their music by applying knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.

How is Music Organised & Structured?
Year 9
Semester 2
Pre-requisites: Nil
This unit includes the study of music from a wide range of genres. Students learn how music is constructed and use this as a basis for their own compositions. Students analyse a variety of music using musical concepts and are exposed to listening and aural style exercises.

Protest Music
Year 10
Semester 1
Pre-requisites: Nil
This unit seeks to give students a taste of music's profound influence on society by demonstrating a cross-section of musical examples that has played a great role in "shaking up the system". Students study how music has changed the world and its political views and explore the role music has played in times of conflict.

Dance Music Through the Ages
Year 10
Semester 2
Pre-requisites: Nil
This unit is designed to explore music from the Baroque period to the 21st Century. Students will present a performance and be exposed to a variety of composition, listening and aural styles exercises to extend their music skills.

TECHNOLOGY AND DESIGN

As indicated in the Australian Curriculum: Technologies document, Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring, and sustaining societies and natural, managed and constructed environments.

Technologies assume increasing importance when they are applied to solve real world problems and to create ideas and solutions in response to needs and opportunities for customers, clients, and individual students.

Technology and Design offers five subjects throughout Year 9 and Year 10. Each Semester unit gives the student the option to change into other Technology subjects. Students learn a range of skills and processes that allow the completion of a series of projects and exercises.

GRAPHICS TECHNOLOGY

Graphics Technology draws a balance between the more traditional drawing techniques using standard drafting equipment and current technologies used in commercial design studios. Computer Aided Design (CAD) will be used throughout the course introducing students to AutoCAD, Rhino (3D modelling), Bongo and Microsoft software.

9 Graphics Technology A
Year 9
Semester 1
Pre-requisites: Nil
This unit introduces basic graphic design principles, techniques and technologies. Students start by learning about design drawing and 2D design elements and principles using lock step exercises and a design process. Students then learn about the techniques used to produce technical drawings. Finally, students are given an introduction to 3D modelling software and techniques through another open-ended product design challenge.

9 Graphics Technology B
Year 9
Semester 2
Pre-requisites: Nil
Students will develop their understanding of the Elements and Principles of Design when it comes to presenting via any Graphic Design medium. They will understand and appreciate the importance of these factors and how they go together to create an effective design solution and use this understanding to develop designs for and to produce web pages and websites. A major design task will allow them to incorporate a Design Process to develop an effective website design.

10 Graphics Technology A
Year 10
Semester 1
Pre-requisites: Nil
Students start by developing an understanding of architecture and the design of buildings, commercial and domestic. They expand their knowledge in the use of Autodesk AutoCAD to develop architectural plans which conform to Australian Standard 1100 and reflect building codes and standards. The design process is then used to help design a community building of their own choosing.

10 Graphics Technology B
Year 10
Semester 2
Pre-requisites: Nil
Students develop further skills in producing 3-dimensional virtual models, applying suitable materials, and rendering in order to communicate a designed solution. They then present these models in an animated virtual environment, as well as using rapid prototyping technologies (3D printer) to create a model with which they are able to interact. A major design task with an industrial design basis allows the students to combine these 3-dimensional CAD Skills with the use of the design process to create a solution.

iSTEM

Integrated Science, Technology, Engineering and Mathematics aims to solve problems based on various learning activities by integrating concepts of four areas of study into one. iSTEM is a hands-on and inquiry-based course which includes many points at which students raise and explore ideas. Students will learn to use a range of tools, techniques, and processes, along with relevant technologies including digital technologies in order to develop solutions to a wide variety of problems related to their present and future needs and aspirations. Units include Engineering Principles, Aerodynamics, Motion and Electronics or Robotics.

9 iSTEM A - Design & Technology – Robotics and Design Principles
Year 9
Semester 1
Pre-requisites: Nil
At the end of this unit students should be able to demonstrate an understanding of design processes and concepts, identify, and use a range of tools, equipment and technology to present design ideas, record project development and processes used in a design folio, assess and control the risks whilst in a workshop environment and describe why knowledge about the environment is essential in Design and Technology.

9 iSTEM B - Product Design – Electronics
Year 9
Semester 2
Pre-requisites: Nil
At the end of this unit students should be able to: demonstrate an understanding of product design, marketing and manufacturing processes, identify and utilise a range of tools, equipment and technology to design and make products, present design concepts to an audience using a range of methods including a design folio, demonstrate an understanding of risk management and control measures in a workshop environment and discuss issues relating to environmental sustainability as related to product design.

10 iSTEM A - Systems Project – Drone Technology and Prosthetics
Year 10
Semester 1
Pre-requisites: Nil
Students will demonstrate an understanding of design processes and concepts, identify, and use a range of tools, equipment and technology to present design ideas, record project development and processes used in a design folio, assess and control the risks whilst in a workshop environment, describe why knowledge about the environment and sustainable issues are essential whilst investigating current technologies in a system design.

10 iSTEM B - Major Design Project – Composite Materials and Solar Principles
Year 10
Semester 2
Pre-requisites: Nil
At the end of this unit students should be able to demonstrate an understanding of various system fundamentals; identify and utilise a range of tools, equipment, and technology to manufacture working systems, present a working system and demonstrate to an audience how it operates, comply with all safety and risk management measures in a workshop environment, utilise the Internet to research specific designs and have an understanding of the design process to produce a major design project.

METAL TECHNOLOGY

Students manufacture a range of metal projects throughout each semester of study. This could be the manufacture of basic hand tools, storage box, metal lathe work, MIG welding, electronics and small metal-based furniture item. The projects are completed in a metal workshop using contemporary tools and equipment whilst learning appropriate WH&S procedures.

There is no prerequisite for Metal Technology in Year 10. However, it is recommended that students have a continuum within their studies in this area throughout Years 9 and 10. For example, a student may study Metal Technology in Semester 1 of Year 9 and then continue their studies in Semester 2 of Year 10.

9 Metal Technology A
Year 9
Semester 1
Pre-requisites: Nil
Students are required to manufacture various metal projects from verbal instructions and working drawings. They demonstrate an understanding of the equipment and materials in a metal workshop whilst manufacturing each project. They develop and apply essential knowledge of Work Health and Safety in a workshop.

9 Metal Technology B
Year 9
Semester 2
Pre-requisites: Nil
In this unit students are introduced to the production and uses of various ferrous and non-ferrous metals and alloys. Students also develop an awareness of the sustainability issues related to the production of these metals and alloys. Students learn to use a range of welding techniques to complete a series of practical projects throughout the semester.

10 Metal Technology A
Year 10
Semester 1
Pre-requisites: Nil
In this unit students will develop metalcraft products. They will practice creating objects, artifacts, or artwork using metal as the primary material. Students will use various traditional metalworking techniques such as forging, casting, and shaping to produce functional or decorative items.

10 Metal Technology B
Year 10
Semester 2
Pre-requisites: Nil
Students develop designing skills, manipulate and shape metal and other complementary materials to create products. It involves various techniques such as cutting, shaping, joining, machining to create objects for domestic or artistic purposes.

TEXTILES TECHNOLOGY

Textiles Technology students will be introduced to design process and concepts used in the textile industry. The course is about making decisions to solve problems, research ideas, choose materials, communicate ideas, make products and evaluate the finished result. Following the completion of a design idea, the students will construct a product using traditional and contemporary textile industry methods that will also be presented in a design folio.

9 Textiles Technology A
Year 9
Semester 1
Pre-requisites: Nil
This unit focuses on Textiles Arts and explores the aesthetic aspects of textiles where visual impact is obtained by applying a range of colouration and decoration techniques in both traditional and innovative ways. It aims to develop student skills and confidence when generating and applying design ideas and using a range of techniques. Students examine the work of textiles artists and experiment with a wide variety of colouration and decoration techniques. Project work involves students using inspiration from diverse sources, applying the creative process to develop and produce personalised bags which incorporate these techniques.

9 Textiles Technology B
Year 9
Semester 2
Pre-requisites: Nil
In this unit students deconstruct various sleepwear items and consider how functional properties and aesthetic aspects relate to the end use of an item. Students identify component parts of each item, examine materials used in their manufacture and justify their use. Using Information and Communication Technologies (ICT) students investigate the historical development of sleepwear and how designers produce sleepwear as fashion statements in today's market.

10 Textiles Technology A
Year 10
Semester 1
Pre-requisites: Nil
In this unit students explore interior design and how it is an extension of personality and a statement about who we are. By examining the work of various designers, students can identify styles and a variety of approaches to interior and other household design items. Students experiment with aesthetic, function, and structural design elements to produce furnishings and other accessories.

10 Textiles Technology B
Year 10
Semester 2
Pre-requisites: Nil
This unit examines the nature and scope of the fashion and textiles industry and the factors affecting consumer demand, selection and use of textiles. Students investigate and profile a textiles designer, document the creative process used by the designer and explain the factors affecting their work.

TIMBER TECHNOLOGY
Timber Technology students will develop a range of skills using both manual hand and industry-standard electrical tools. The processes used will enable students to construct contemporary items of furniture and design, and manufacture projects such as storage units, a coffee table and bowl turning using traditional and recycled timbers. This is an excellent subject for students who are thinking of working in the timber or construction industry.

9 Timber Technology A
Year 9
Semester 1
Pre-requisites: Nil
Students are required to learn how to use different tools and processes when producing timber projects. They are also required to organize and manage work procedures to complete projects on time in response to a design brief. They are to follow safety procedures while working on their projects. Students need to adhere to project details and procedures to produce a high-quality project. They should be able to communicate ideas for the design and modification of a timber project. They will be encouraged to appreciate social, ethical and sustainability considerations when working with wood.

9 Timber Technology B
Year 9
Semester 2
Pre-requisites: Nil
Throughout the semester students are required to undertake the development of timber projects using the design process and to understand different timbers. They follow current WH&S procedures in the workroom using various hand and electrical tools to measure, cut and shape timber.

10 Timber Technology A
Year 10
Semester 1
Pre-requisites: Nil
Students will develop the use of timber hand tools and machinery to make timber projects. Whilst following the design process of producing, problem solving and evaluating, each project will highlight underlying skill development whilst following Work Health and Safety in a timber workshop. As each project is being developed students use various methods to evaluate the production of each project.

10 Timber Technology B
Year 10
Semester 2
Pre-requisites: Nil
Students learn how to use different tools and processes when producing timber projects. They also learn to problem solve, organise and manage work procedures to complete a timber project. They follow safety procedures while working on their projects. Students need to adhere to project details and procedures to produce high quality projects. They should be able to competently communicate ideas for the design and modification of a timber project. Students are encouraged to appreciate social, ethical and sustainability considerations when working with timber.

ART
The course for Years 9 and 10 focuses on the core areas of drawing, design, painting, ceramics, printmaking, and sculpture. Art history, cultural context and philosophy are integrated with practical tasks. Students will also make and respond to visual arts independently, in small groups and with their teachers. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations and practices.

In Semester 2, Years 9 and 10 students are given time to develop and present an artwork based on their own field of interest for the annual Daramalan Visual Arts Exhibition.

The course is largely practical, with an emphasis on the visual art process diary which is a documentation of ideas and working process. Students are also introduced to formal research-based essay writing in preparation for senior college.

9 Art A
Year 9
Semester 1
Pre-requisites: Nil
This unit introduces a more formal approach to art making and appreciation. Drawing is the basis for artistic development; all tasks examine the elements and principles of design through this skill. Students are exposed to a diverse range of art-forms such as sculpture, photography, ceramic techniques, painting, and printmaking. Students are encouraged to talk about the work they have made using basic art language and document the process in a visual art diary.

9 Art B
Year 9
Semester 2
Pre-requisites: Nil
This unit continues to expand general technical skills and conceptual thinking. The focus is on the preparation of a 'Major Work' which is an original work of art. Students use their visual diary to consolidate their ideas and research art history.

10 Art A
Year 10
Semester 1
Pre-requisites: Nil
This unit focuses on the broadening of the students' conceptual ideas. Drawing is a basis for artistic development; all tasks examine the elements and principles of design through this skill. Students are exposed to a diverse range of art forms such as sculpture, photography, painting, and printmaking.

10 Art B
Year 10
Semester 2
Pre-requisites: Nil
The focus of this unit is to research and prepare for the major art exhibition. Students investigate a wide range of artworks and how they are displayed; this research aids them to successfully complete and hang their major work.

MEDIA STUDIES
Students explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement, and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

9 Media A –
Introduction to Media & Making Movies
Year 9
Semester 1
Pre-requisites: Nil
This introductory Media unit poses the question "How do media products communicate?" It introduces ways to analyse, create and interpret images and sounds to develop meaning. Students learn how to use Media equipment and software to create their own Media representations.

9 Media B – Animation & Television
Year 9
Semester 2
Pre-requisites: Nil
This unit introduces animation and television as unique methods of relating a narrative to an audience. Students learn new software and production skills to develop creative thinking, facilitate original ideas and produce a quality product.

10 Media A –
The Documentary & Photography
Year 10
Semester 1
Pre-requisites: Nil
This unit includes the production and analysis of documentary films. The second part of the unit is an investigation into the elements of design in photography.

10 Media B – Advertising & Major Work
Year 10
Semester 2
Pre-requisites: Nil
In this unit students plan and produce a collection of advertising material for a specific product. students work in small groups to research and develop a product, learning media techniques and production values. In Term 4 students devise their own project drawing on areas of interest they have developed since Year 9.

Assessment

Overview

Assessment at Daramalan College is designed to reflect students' academic achievement and their learning behaviours.

Academic achievement is assessed continuously using a range of assessment instruments which may include projects and research assignments, home study exercises, classwork, tests and examinations. Student learning may be assessed informally through teacher observation of class participation, responses to direct questions, active listening, general study skills, and by peer and self-evaluation exercises.

Learning behaviours are assessed by class teachers' observations of students within subject areas.

Moderation Procedures

Subject Coordinators implement strategies to ensure the consistency of teacher judgement about student achievement between classes in the same unit. Moderation is the means whereby standards of achievement are cross-referenced with other classes within the same year level and course. Under the guidance of the subject coordinator, teachers work together during the semester to ensure that there is a common standard of assessment for all students across classes.

Assessment Requirements

To be awarded an academic grade, a student must present sufficient assessment (evidence of learning) as determined by the teacher and Subject Coordinator to allow a judgment to be made on the degree of achievement of the unit learning goals.

Non-submission of sufficient assessment to allow a valid assessment may result in the student receiving an E grade for the unit.

Teachers use a range of procedures to encourage students to complete assessment items by the due date and to notify parents of late submission.

Assessment is adjusted for a student who has been absent for a significant period due to illness or special circumstances. Usually, the student is credited as having done the unit and is assessed on work completed. A grade of Status (S grade) may be given in special cases and is authorised by the Assistant Principal Curriculum in consultation with the Subject Coordinator or Pastoral Leader.

Academic Integrity

Academic integrity is a fundamental value that our community promotes and supports. It involves teachers and learners behaving in an honest, ethical, responsible, respectful and fair way when performing their academic duties, undertaking their learning, and completing assessment.

Breaches of Academic Integrity

Breaches of academic integrity may involve plagiarism or cheating. Plagiarism is the presenting of someone else's work as one's own and includes use of words or ideas from the Internet, books, films, newspapers, or other resource materials without acknowledging the source. It also includes directly using the work of a person helping with an essay or an assignment, and the submission of another current or former student's work as one's own. Students must acknowledge all sources of information they use when preparing and presenting assessment items.

Cheating may involve a student copying another person's work, either in a test situation or in a task completed outside the classroom or arranging another person to complete a task on their behalf.

For Years 7 – 10, where there is evidence of a breach of academic discipline (plagiarism or cheating), the student will be interviewed by the classroom teacher and the Subject Coordinator and given an opportunity to provide further information before a penalty is determined.

If a breach is shown to have occurred, then the teacher, in conjunction with the Subject Coordinator and the relevant Assistant Principal Curriculum, will determine the penalty and course of action to be taken.

Generative Artificial Intelligence (AI)

The college views the use of any unacknowledged content (including AI generated text, images, music, etc.) by students in assessment submissions as a breach of academic integrity. The purpose of assessment is to promote learning by providing reliable and accessible information to learners and teachers regarding the level and growth of students' skills, knowledge and understanding. The use of AI content in place of a student's own understanding and interpretation limits the ability of an assessment task to provide reliable information regarding academic progress.

When determining the appropriate penalty to be implemented discretion may be used, however, teachers, coordinators and Assistant Principals should ensure that consistency is maintained across the College. The following should be used as a guide.

Category	Penalty	Procedure
First minor breach of academic discipline	Reprimand and warning	• Teacher and Subject Coordinator to meet with student before penalty is determined • Details of breach recorded on student file in Synergetic • Letter sent to student's parent/guardian • Students will be offered the opportunity to work with a teacher or teacher librarian on developing appropriate skills to assist them in avoiding future breaches (e.g. referencing skills, research skills, using researched information to complete assessment, etc.)
First major breach of academic discipline	Item marked without the compromised material being considered. This could result in a reduction in grade (Years 7 – 10) appropriate to the extent of the breach Or Cancellation of any grade for the assessment item (i.e., the item will be treated as if it were not submitted)	• Teacher and Subject Coordinator to meet with student before penalty is determined • Details of breach recorded on student file in Synergetic • Letter sent to student's parent/guardian • Students will be required to work with a teacher or teacher librarian on developing appropriate skills to assist them in avoiding future breaches (e.g. referencing skills, research skills, using researched information to complete assessment, etc.)
Repeat breach within a unit, or across units	Cancellation of any grade for the assessment item (i.e., the item will be treated as if it were not submitted) Or Cancellation of all assessment for the unit	• Teacher and Subject Coordinator to meet with student before penalty is determined • Breach recorded on student file in Synergetic • Letter sent to student's parent/guardian

Students should complete a "Declaration of Original Work" for all assessment items. If the task is submitted online via Daranet, students are required to make this declaration as part of the submission process.

Referencing

The College requires students to carefully acknowledge all sources of information in their work using the Harvard system of referencing.
Students who plagiarise or cheat will be penalised according to the extent of the compromised work. A serious case of plagiarism or cheating or a repeated incidence could result in a substantial reduction of the grade allocated for the assessment item.

Appeals Procedure

Students have the right to:
• be informed of the criteria for assessment
• the return of marked assessment items before the end of each unit
• appeal against grades using the procedures outlined below and in the student diary.

In the case of an appeal, the following steps must be followed:
1. the student must consult with the class teacher within five (5) days of the return of the assessment item,
2. if the matter is not resolved, the student may then consult with the Subject Coordinator within two (2) days of speaking to the class teacher, and
3. if there is still no resolution, the student may lodge a written appeal with the Assistant Principal Curriculum together with the relevant work within two

(2) weeks of the return of the assessment item. The appeal must outline the grounds on which the student is seeking a review of the grade and/or assessment and must detail the anticipated outcome.

If the appeal reaches the third stage an adjudication panel will be formed. The panel will comprise the Assistant Principal Curriculum, a Subject Coordinator and one other staff member. The student may have an advocate (usually a parent) in attendance at the meeting with the panel. The student will be informed of the outcome of the appeal.

Reporting System
Australian Curriculum
End of unit grades will be reported against the Australian Curriculum Achievement Standard/s relevant to that unit. For all classes within a unit, achievement will be reported against the same Achievement Standard; however, for students on modified programs reporting will be against the Australian Curriculum Achievement Standard appropriate for the students' abilities. Grades of 'A' and 'B' indicate a student is achieving above the Achievement Standard, a 'C' grade indicates that a student is achieving at the Achievement Standard, and a 'D' or 'E' grade indicate that a student is achieving below the Achievement Standard.

Frequency and type of reporting
Reporting formally to parents occurs four times a year. The reports take two forms: Progress Reports (Mid Semester) and Semester Reports.

Progress Reports, issued at the end of Terms 1 and 3, indicate the student's progress and engagement in learning to the date of issue.

Semester Reports give details of the student's studies for the full units studied in all courses. Standard items on all Years 7-10 reports are an academic grade, indicators of the level of achievement attained for learning goals and learning behaviours, and comparative data showing the percentage of students who scored each grade (A to E) in that unit. Parents may request in writing not to have comparative data appear on their child's Semester Report.

Allocation of grades and grade descriptors
All units will be reported at the end of the assessment period using a five-point A to E scale. Grades will be awarded based on the standard of achievement in the formal assessment tasks listed on the unit outline. For Years 7-10, formative assessment may be taken into consideration when reporting on learning goals and Achievement Standards.
The College has adopted the Common Grade Scale (NSW Board of Studies) for determining the allocation of grades for units in Years 7 – 10. These grade descriptors are:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Engagement in Learning
Teachers will indicate on Mid-semester and Semester Reports the student's level of engagement in their learning (learning behaviors) using the following criteria:
• Participates productively and purposefully in the learning process
• Manages learning effectively and meets deadlines
• Brings required items to class
• Endeavours to achieve to potential
• Demonstrates respect for peers, teachers and the learning environment

Home Study
Aim
The aims of home study are to:
• develop and encourage the positive attitudes and skills of independent study and research,
• develop a habit of self-directed learning at home in preparation for future studies, and
• support, extend and review activities begun in the classroom.

Types of Home Study
The types of home study are:
• consolidation and practice of techniques taught in lessons - short in length and usually marked by the student prior to or in the next class,
• revision of concepts and essential facts - often involving summary sheets, flow charts etc possibly,
• assignments/projects involving individual research from a number of sources completed as a written or oral report, usually submitted as a formal part of a unit's assessment and possibly encompassing several weeks' work and development during which progress is monitored,
• reports from excursions or practical work,
• catch up homework following an absence, and
• reading and reviewing class texts and notes in preparation for the next day's work.

Frequency and Length of Time
All students should be involved in regular homework. It is recommended that the following be used as a guide to appropriate time allocation:

• Year 7: 1 hour per night, 4 nights a week
• Year 8: 1.5 hours per night, 4 nights a week
• Year 9: 2 hours per night, 4 nights a week
• Year 10: 2-2.5 hours per night, 4 nights a week

Where regular homework is not set, the student is expected to conduct revision or summary work, or to use the time to prepare and organise assignments. An equivalent time should always be used for home study. Private reading should be encouraged in such situations. It should be remembered that in Years 9 and 10 the above times are minimum recommendations.

While the College places a strong emphasis on family life and is reluctant to encroach on the limited leisure time afforded a family, students should be encouraged to spend some time on weekends engaged in quiet reading or assessment task preparation. This is valuable preparation for Years 11 and 12 when students will have to organise their study habits to include a greater percentage of their "free" time.
All students should use a calendar or diary to plan and record:
• a home-study timetable,
• the homework set,
• due dates of major assignments and tests on a semester plan,
• preparation time for tests and assignments as homework,
• comments for parents from teachers and vice versa,
• dates for excursions and their reports, and
• dates of school events.

Timely completion (of Assessment Tasks - Years 7-10
Rationale
Meeting deadlines is important in many aspects of life outside school and is a significant element in the Daramalan College culture of learning. Teachers encourage and support students to take responsibility for organising their workload. This includes ensuring that they are fully prepared for in-class assessment and that they submit assignments and other work on time.

Summative assessment tasks give students the opportunity to demonstrate their level of achievement against the specific learning goals for each subject. It is important for the student's continued learning that each summative assessment task is completed.

Daramalan College aims to ensure that students are fully prepared for all formative and summative assessment tasks and that they submit assignment and other work by the due date. It is a school requirement that due dates for assessment tasks are published on Daranet by the end of the second week of each semester. This provides sufficient time for students to plan their workload. Any changes to those due dates (as published) must be notified to parents and students via Daranet.

The nature of teacher support provided to students when undertaking non-test summative assessment tasks will vary between subjects and year levels. However, the type of support that teachers may provide includes:
• requiring students to submit a draft or evidence of their progress before the assessment due date,
• providing time where possible in class for students to work on an assessment task (teachers are encouraged to prioritise this method of support particularly in Years 7 and 8); and
• regularly reminding students in class about upcoming due dates for assessment.

Extension Requests
If a student has extenuating circumstances that mean that they are unable to meet an assessment deadline, it is the student's responsibility to communicate with the class teacher at **least three days before** the due date and:
• request permission to sit an in-class test on an alternative date, or
• request an extension for submission of an assessment task.

In both cases, the request should be accompanied by a completed Extension Request for an Assessment Task - Years 7-10 form (see Appendix 2). This form is to be submitted to the class teacher. The class teacher will then review the reasons given for requesting an extension, indicate on the form if the extension has been granted (and if applicable confirm the revised due date), and return the form to the student. When evaluating an extension request it may also be necessary for the class teacher to

consult their subject coordinator and/or relevant pastoral leaders. If an extension has been granted the student must submit the extension form with their assessment item.

Computer or printer problems at home will not necessarily be accepted as reasons for submitting an assessment task after the due date. Daramalan College provides access for all students to computers and printers in the Uhr Information Centre before school, at recess, at lunchtime and after school every day. In many cases, electronic submission of work is acceptable and permitted, in which case printer issues are not relevant. Students should print and save their work to their school drive at regular intervals and be prepared to write the assignment by hand in case of computer problems.

When submitting work electronically, students must check that the file they are submitting is the intended copy of their work. Inadvertently submitting the wrong file does not provide a valid reason for an extension being granted.

Additionally, extra-curricular responsibilities or heavy student workloads will not automatically be accepted as valid reasons for submitting an assessment task after the due date, although exceptions may be considered in some circumstances. In these circumstances, students should bring these issues to the attention of their teacher some time before the assignment is due so that the teacher can assist the student to comply with the original deadline.

Procedures for dealing with a late submission
If an assessment task is not submitted on time without the granting of an extension, teachers will notify the student's parent as soon as practicable on or after the due date. For tasks submitted via Daranet the mode of notification will be in the form of an automatically generated email. For tasks that are not submitted by Daranet the mode of notification will be in the form of a standard email (see Appendix 3). The date of notification is the **Notification Date.**

Students who have not submitted a task by the due date without an approved extension should be encouraged to submit any incomplete or partial work as evidence of progress. This evidence of progress may be used to determine student progress towards meeting learning goals.

Teachers may offer to students or students may request the teacher provide support sessions. These support sessions may help students to catch up on practical tasks or help students in other ways to complete the task.

If a substantially completed task is not submitted within three school days of the **Notification Date**, the teacher will assess the student against the relevant learning goals using any other evidence of learning. This may include evidence of progress that was submitted, or any other relevant evidence collected in class or from other assignment work. If a learning goal cannot be assessed

due to the student's non-completion of formative or summative assessment without good cause, then the lowest descriptor must be awarded against that learning goal.

Teachers will record late submissions. These will be noted in feedback to the student and will affect the indicator awarded in the 'Engagement in Learning' section on the semester report.

Task marking rubrics may include 'Organises materials and time efficiently and submits evidence of progress and final task on time' as an assessment outcome with the overall grade awarded for the task, taking into account the student's capacity to submit their work on time.

In the case of an assessment task being submitted later than three school days after the Notification Date without an extension being granted, the teacher may exercise discretion as to whether the task shall be accepted. A teacher may decide to accept a task later than three days after the Notification Date and award a grade for the task if circumstances occurred that made timely submission impossible. If a task is submitted more than three school days after the Notification Date but before the next assessment task is due or the end of the semester assessment period (whichever comes first), the teacher may provide additional feedback to facilitate student growth. This will not be possible with very late submissions.

The **flow diagram** in Appendix 1 on the following page summarises the process in Years 7 to 10.

Appendix 1
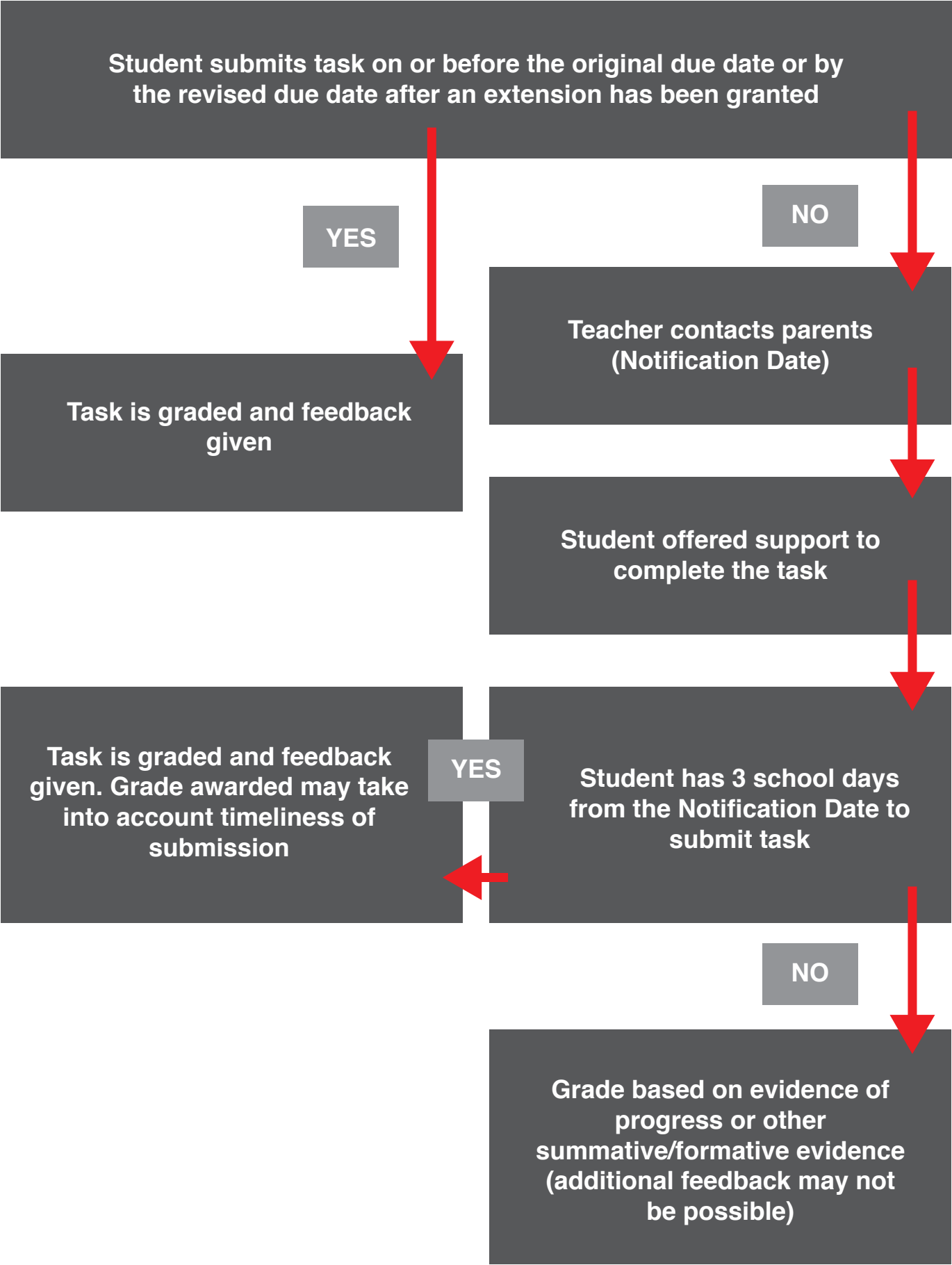
Appendix 2
Extension Request for an Assessment Task - Years 7-10
Instructions
1. Ensure that all sections of this form are completed before submitting the form to your teacher.
2. Extension requests must be submitted to your teacher on this form at least three days before the due date.
3. Extension requests may be supported by notes from your parents, a doctor's certificate, or your PCA or House coordinator.
4. Extension requests will not usually be given on the grounds of extra-curricular responsibilities or heavy student workload, although exceptions may be considered in some circumstances. In these circumstances it is important that students bring these issues to the attention of their teacher some time (at least a week) before the assignment is due so that the teacher can assist the student to comply with the original deadline.
5. Extensions will not be granted in cases of student disorganisation or a lack of application.
6. If the extension is approved, please attach this form to the assessment task.

Section A: to be completed by the Student	
Student's Name	
Subject and Class number	
Class Teacher	
Name of Task	
Original Due Date	
Reason for request. (Attach any medical or supporting documents including a comment from the PCA or House coordinator if appropriate)	
Student's Signature	

Section B: to be completed by the Teacher			
Date request received			
Extension approved	Yes	No	
New submission date			
Teacher's Signature			

Appendix 3
Template for Years 7-10 non submission of assessment email

Dear parent(s)/carer(s),

[Student's Name] has not submitted an assessment task by the due date. The details of the assessment task are shown below.

Subject: [Insert Subject]

Teacher: [Insert Teacher's Name]

Name of Task: [Insert task name]

Due date: [Insert due date]

Non submission of this assessment task will negatively impact on his/her overall assessment for this unit. If the task is not submitted within three days, the learning goal(s) associated with the task will be determined by any evidence of progress submitted. If no evidence of progress has been submitted other evidence relative to the learning goal(s) will be taken into consideration, but this may not fully represent your student's knowledge or skills.

Please contact me if you would like further details.
[Additional comment - delete if you do not want to add anything else]

Yours sincerely
[Insert teacher's name]

Appendix 4
Years 9-10 Elective Planning Table

	Year 9		Year 10	
	Semester 1	Semester 2	Semester 1	Semester 2
Electives				
Reserve Electives				

Daramalan College